

"Tools for Schools"
OPI Methamphetamine Prevention Education Project
Grades 6-8
Teacher's Lesson Plan

Title: Saying No To Meth

Audience: Grades 6-8

Student Performance Objectives

- ✓ Students will feel empowered to make their own decisions
- ✓ Students will have the tools to negotiate complex social situations that involve saying no to drugs, alcohol, cigarettes, or other bad things
- ✓ Students will learn that it's okay to say no -- and that there are creative ways to do it

Life Skills Taught

- Assertion Skills
- Strategies for saying "No"

Materials Needed

- PowerPoint Projector
- Screen
- Computer with PowerPoint software

Time Needed

- 30 Minutes for PowerPoint Presentation
- 10-15 Minutes for Role playing Activity

Background

This presentation will give students strategies for saying "no" in all sorts of negative or difficult situations. Most people -- especially teens -- find it difficult to say no to others. This lesson will give them powerful ways to stand up to peer pressure and say "no," regardless of the situation. The specific goal of this lesson is to help teens say no to methamphetamine, a highly addictive and toxic drug the popularity of which is growing in Montana.

Teaching Tips

Here are some tips for leading this activity:

- Feel free to stop anywhere along the way to have students suggest phrases that fit into each "No" strategy.
- Try to avoid making the presentation solely about saying no to meth. The strategies included in this lesson can be used for saying no to drugs, alcohol, unwanted sexual activity, or a stranger who approaches them on the street.

PowerPoint Basics

PowerPoint is a modern method of presenting a slide program without a slide projector and also provides animation and sound. There are lots of manuals that teach the basics of using this program. Here are some basic tips for effectively using PowerPoint as an educational tool:

F5—pressing this key is a simple method to activate the slide show. You can accomplish the same thing by moving your mouse over the "slideshow" icon in the lower left-hand corner of your screen.

ESC—hitting the "escape" key will end a program.

Shift-B—hitting these keys will create a black screen. Use if you want to stop in the middle of a program and have a discussion without having a distracting image on the screen. Hit it again to return to the PowerPoint presentation.

Shift-W—hitting these keys will create a white screen. Like the black screen command described above, you can hit these keys to return to the program when you are ready.

ALT-Tab—by holding down the ALT key and pressing the "Tab" key, you can easily move between a PowerPoint program and other programs on your computer.

Down-Arrow Key—this key is used to move forward in the slide show, and except for self-timed programs, must be used to advance from one slide to the next.

Up-Arrow Key—this key is used to move backwards in the slide show to the previous slide.

Introduction

Every day, high school students are faced with peer pressure, both negative and positive. Teens encourage each other to study for exams or try out for sports, or they can pressure others to skip school or use illegal substances such as meth.

Students are bombarded with media and educational messages telling them that drugs are dangerous, and that they should say no to drugs under any circumstances. The trouble is: *how to say no?* This moment of saying no can be difficult and stressful. This lesson is designed to arm teens with communication strategies that will help them negotiate with their friends and peers. This lesson

empowers teens to say no and helps them have a positive influence on their friends who are making less healthy choices.

Through presentations like this, we can teach our youth how to negotiate social situations that they will encounter for the rest of their lives. Learning to say no with confidence and without regret is an important and potentially life-saving skill.

Teaching Procedure

Slide 1: Series Slide

Slide 2: How to Say No to Meth and Other Bad Things

- Read slide.

Slide 3: Why Can It Be So Hard...

- After revealing the first line on this slide, ask the students why they think it is sometimes difficult to say no.
- Reveal and read the rest of the slide by hitting the down-arrow key 3 more times.

Slide 4: How to Say No Effectively (Hit down-arrow key four times.)

- Read slide.
- Ask if the students know what "I" statements are. Give examples: "I don't want to do that." "I don't have time" "I have somewhere else I have to be."

Slide 5: Strategies to Say No

- Here are eight strategies for saying "No."
- Read the names of the strategies aloud as you hit the down-arrow key each time to reveal each one.

Slide 6: #1 Stall (Hit down-arrow key four times.)

- Stall, and buy time to think a decision over. Sometimes you just need a few extra seconds to figure out how to get out of a situation gracefully.
- Read the dialogue, assign roles to students, or ask for volunteers to play the roles.

Slide 7: #2 Be a Broken Record (Hit down-arrow key four times.)

- Be a broken record. If you repeat the same response over and over, people will finally accept it.
- Read the dialogue, assign roles to students, or ask for volunteers to play the roles.

Slide 8: #3 Change the Subject (Hit down-arrow key just once.)

- Change the subject. Distraction can be powerful. Turn the conversation to something else to avoid answering a difficult question.
- Read the dialogue, assign roles to students, or ask for volunteers to play the roles.

Slide 9: #4 Excuses, Excuses (Hit down-arrow key four times.)

- Excuses, excuses. Believe it or not, excuses are sometimes a good thing. They can divert your questioner or give you an excuse to avoid an uncomfortable situation.
- Read the dialogue, assign roles to students, or ask for volunteers to play the roles.

Slide 10: #5 Blame a Health Problem (Hit down-arrow key just once.)

- Blame a health problem. Health problems are something that people just can't argue with. You can use a health problem as a reason why you can't do something you don't want to do.
- Read the dialogue, assign roles to students, or ask for volunteers to play the roles.

Slide 11: #6 Make 'em Laugh! (Hit down-arrow key four times.)

- Make them laugh. Humor is a good way to distract people, and can be a way to turn something down without making a big deal out of it.
- Read the dialogue, assign roles to students, or ask for volunteers to play the roles.

Slide 12: #7 Location, location, location (Hit down-arrow key three times.)

- Location, location, location. No one can ask you to do something you don't want to if you're not there. Avoid places where you think you might be pressured to do things you don't want to do, or find ways to leave if you find yourself in a stressful spot.

- Read the dialogue, assign roles to students, or ask for volunteers to play the roles.

Slide 13: #8 Use the Buddy System (Hit down-arrow key just once.)

- Use the buddy system. Don't hang out with people who don't support your decisions or listen to your Nos. Those people are not your buddies. Take a real buddy with you if you are going someplace where you think there might be pressure to do things you don't want to do.
- Read the dialogue, assign roles to students, or ask for volunteers to play the roles.

Slide 14: Practice Makes Perfect (Hit down-arrow key twice.)

- Now it's time to practice what we've learned.
- Assign two students scenario to be role-players, and assign or have them choose a "no" strategy.

Slide 15: Situation 1 (Hit down-arrow key twice.)

- Read slide.
- Have the two students role-play the situation for the class, using their selected "no" strategy.
- Repeat the scenario role-play with a new set of students and a different "no" strategy, or move on to the next slide.

Slide 16: Situation 2 (Hit the down-arrow key twice.)

- Read slide.
- Assign two students to the scenario, assign or let them choose a "no strategy," and have them role-play the situation for the class.
- Repeat the scenario role-play with a new set of students and a different "no" strategy, or move on to the next slide.

Slide 17: Situation 3 (Hit down-arrow key twice.)

- Read slide.
- Assign two students to the scenario, assign or let one of them choose a "no strategy," and have them role-play the situation for the class.
- Ask the students if there are other situations in which they want to practice saying no.

Slide 18: Discussion (Hit down-arrow key three times.)

- Read the questions aloud, and lead the class in a discussion of what they've learned.

Slide 19: End slide

Additional Resources:

Meth Free MT website: www.methfreeMT.org

Montana Meth Project: www.montanameth.org and www.notevenonce.com and www.lifeormeth.org

Vocabulary to Know:

Peer Pressure

Function: noun

Pressure from one's peers to behave in a manner similar or acceptable to them.

Methamphetamine meth·am·phet·amine

Pronunciation: "meth-am-'fet-&-"mEn

Function: noun

Amphetamine used in the form of a crystalline hydrochloride; used as a stimulant to the nervous system and as an appetite suppressant [syn: methamphetamine hydrochloride, Methedrine, meth, deoxyephedrine, chalk, chicken feed, crank, glass, ice, shabu, trash, crystal, trash]

A project of the Montana Office of Public Instruction,
Linda McCulloch, State Superintendent of Public Instruction
Funded by Attorney General Mike McGrath and the Montana Department of Justice



"Tools for Schools" was developed by the MSU Meth Education Partnership under a grant from the Montana Office of Public Instruction, Contract

#OPI104-994P.

MSU Meth Education Partnership Design Team:

Dr. Kirk A. Astroth, Project Director

Dr. Sandra Bailey

Dr. Michael Vogel

Dr. Lynn Paul

Dr. Jeffrey Linkenbach

Dr. Gary Lande

Robin Siska

Mark Eggensperger

Tools for Schools

"Saying No to Meth"

Grades 6-8



Linda McCulloch, Superintendent

Montana Office of Public Instruction
PO Box 202501

Helena, Montana 59620-2501

(406) 444-3095

1-888-231-9393

Fax: (406) 444-2893

www.opi.mt.gov

**A project of the Montana Office of Public Instruction,
Linda McCulloch, State Superintendent of Public
Instruction**

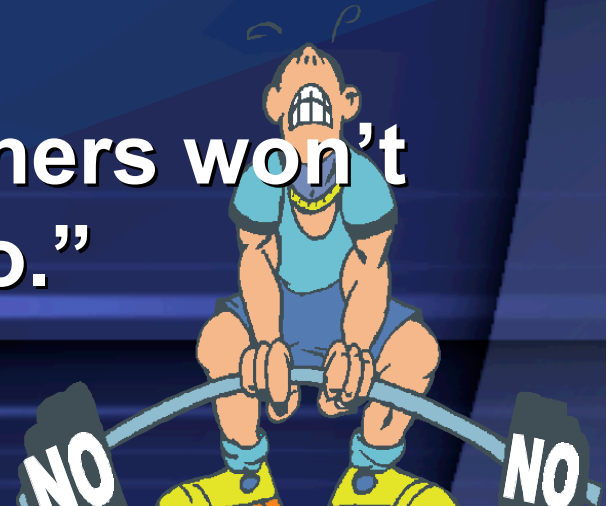
**Funded by Attorney General Mike McGrath and the
Montana Department of Justice**

The background is a dark blue gradient with abstract, wavy shapes. A large, faint, light blue 'NO' is superimposed over the center. To the left, there is a faint grid pattern.

How to Say NO To Meth and Other Bad Things

Why can it be so hard to say No?

- ◆ Nobody wants to be the odd man out, or the only one who isn't doing the "cool thing."
- ◆ Most of us want to be liked, so we don't want to disappoint or anger other people.
- ◆ Sometimes we fear that others won't listen to or respect our "No."



How To Say No Effectively

- ◆ Keep your voice strong and steady
- ◆ Be direct and to the point
- ◆ Use “I” statements
- ◆ Use the following strategies to say “No!”

Strategies to Say “No”

- 1. Stall -- buy time to think it over**
- 2. Be a broken record**
- 3. Change the subject**
- 4. Excuses, excuses**
- 5. Blame a health problem**
- 6. Make ‘em laugh**
- 7. Location, location, location**
- 8. Use the buddy system**

#1 Stall

Buy time to think it over.

You ever tried speed?

- ◆ “Sorry, my friend's waiting. We'll talk later.”
- ◆ “I'm so in the middle of something. I've got to run.”
- ◆ “Hold on—I have to go to the bathroom.”



#2 Be A Broken Record

“Hey, wanna do some meth?”

“No, thanks.”

“Dude, it’s outrageous!”

“No, thanks.”

“Come on—once won’t kill you.”

“No, thanks.”

“What? Afraid you’ll get caught?”

“I said, no, thanks!”



#3 Change the Subject

Do you want some beer?

- ◆ “Is it just me, or is it hot in here?”
- ◆ “Any good movies on TV tonight?”
- ◆ “Could you please put on a CD that doesn’t suck?”



#4 Excuses, Excuses

Do you want to take some meth?

- ◆ “No thanks, I have basketball practice.”
- ◆ “Nope, I’ve got a date.”
- ◆ “Sorry, I’m getting a root canal today.”



#5 Blame a Health Problem

Do you want to smoke?

- ◆ “Can’t—I’m allergic.”
- ◆ “Emphysema runs in my family.”
- ◆ “No, thanks, I already have bad breath.”



#6 Make 'em Laugh

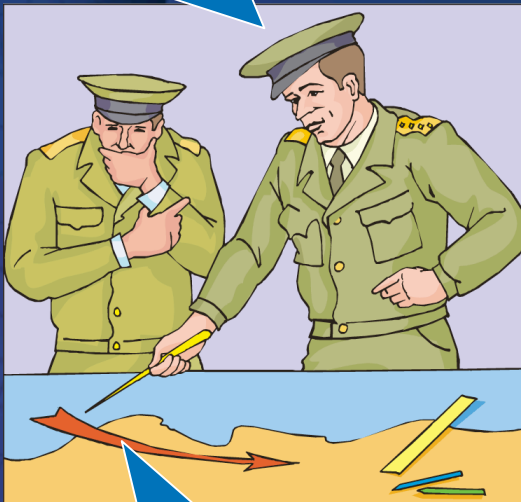
Want a beer?

- ◆ “No, I’ll get the flu if I want to puke.”
- ◆ “No thanks, if I’m going to have a good time, I’d like to remember it.”
- ◆ “Wish I could, but I need all the brain cells I can get.”



#7 Location, location, location

If we take this route we can avoid Drew's House



Good, good.

◆ Avoid places where people are doing things you don't want to get involved in.

◆ If you find yourself in an uncomfortable situation, take yourself away from the pressure.

◆ "This party rocks, wanna do some meth?"

"Actually, I think it's lame. Later."

#8 Use the Buddy System

- ◆ Hang around with people you trust and who respect your decisions.
- ◆ If you are going someplace where there might be pressure to do drugs, bring a friend who shares your feelings about not doing them.



Practice Makes Perfect

- ◆ Using the strategies you've just learned, it's time practice saying No.
- ◆ Try several strategies in each of the following situations:

Situation 1

- ◆ Your best friend tells you that she just found these great new pills that let you stay up all night and can help you lose weight. She thinks you should take them, too.
- ◆ What would you say to her?



Situation 2

- ◆ Your basketball teammate tells you that the only way you are going to get onto a college team is by taking drugs to improve your performance and muscle tone.
- ◆ How would you respond?



Situation 3

- ◆ You're studying for a test and your study partner tells you the best way to get a good score is to take speed to stay up all night and study.
- ◆ What would you say?



Discussion

- ◆ Was it easy or hard to say no?
- ◆ Why is it harder to say no to your friends?
- ◆ What would you recommend to friends that face these same situations?

"Tools for Schools"

Meth Prevention Education Project

**A project of the Montana Office of Public Instruction,
Linda McCulloch, State Superintendent of Public Instruction
Funded by Attorney General Mike McGrath and the Montana
Department of Justice**



**"Tools for Schools" was developed by the MSU Meth Education
Partnership under a grant from the Montana Office of Public
Instruction, Contract #OPI104-994P.**